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WHERE DO WE LIVE?

Learning objectives

By the end of this unit, your pupils will have achieved a greater understanding of the following concepts:

- the main characteristics of a city and town
- the role of the town hall and public services
- road safety and responsible behaviour
- society and diversity in Madrid

Competencies

This unit covers the following competencies:

- Sci C1: Digital competency 
- Sci C3: Problem-solving competency 
- Sci C4: Competency in self-awareness and empathy 
- Sci C5: Competency in preservation of natural and cultural heritage 
- Sci C6: Competency in environmental sustainability 
- Sci C7: Competency in historical awareness 
- Sci C8: Competency in cultural and social awareness and empathy 
- Sci C9: Citizenship competency 

Key vocabulary

Cities and towns: building, cathedral, city, flats, monument, museum, park, office, people, road, street, town

Public services: bus, fire brigade, hospital, mayor, monument, museum, police, roads, school, streetlights, theatre, town hall, train

Road safety: helmet, pedestrian, pedestrian crossing, seat belt, traffic lights

Society in Madrid: dance, food, language, salad

Cambridge English Qualifications practice

You will find **Pre A1 Starters** activity types in the following exercises:

Pupil's Book, Page 55, Activity 2 – Listening Part 3

Pupil's Book, Page 91, Activity 1 – Reading and Writing Part 5

Activity Book, Page 20, Activity 2 – Reading and Writing Part 3

Activity Book, Page 21, Activity 3 – Reading and Writing Part 1

Activity Book, Page 24, Activity 2 – Reading and Writing Part 4

Throughout this unit, you will find the following **Pre A1 Starters** vocabulary:

big, box, bus, colour, cross, eat, find, flat, food, good, listen, live, long, look, park, people, picture, ride, school, see, short, small, stop, street, tall, train, walk, wear, window, write





Digital Resources on Cambridge One

- Song: *Busy city*
- Chant: *It's Madrid Day!*
- Video documentary: *Stay safe!*
- Presentation Plus with interactive activities
- Practice Extra with interactive activities
- Test Generator
- Resource Bank:
 - Flashcards: 44–54, 137, 139
- *Our Project* content: Posters 1–3, Project Worksheets 1–3, Project Assessment Grids 1–3, self- and peer-assessments
- Worksheets for *Hands On* and revision
- Concept map
- Letter to parents
- Practice Extra answer keys
- Oracy talking points worksheet and cue cards
- Programaciones
- Downloadable class audios and videos

Materials needed for *Hands on*

- Community of Madrid worksheet (download from Resource Bank)
- small cardboard boxes, cardboard, magazines (house and home), coloured card, paint
- A4 paper for posters, scissors, glue, coloured pens / pencils
- shoe boxes (3 per group), magazines and/or pictures printed from the internet

Materials needed for other activities

- photos of famous buildings, e.g. Burj Khalifa, Eiffel Tower, Big Ben
- red, orange, and green cut-out circles for the traffic light game

Hands on

In this unit, each spread has a project. Pupils will use the internet to locate places in the Community of Madrid, they will make a 3D model city, and they will make a poster to raise awareness of road safety. Finally, pupils will celebrate diversity in Madrid by researching its food, dances and languages.

Mindful time

Each unit has a Mindful time feature that encourages pupils to relate learning to their feelings and emotions, their relationships with classmates, and their well-being.

In this unit, take photos of pupils sharing, playing, doing activities together, celebrating diversity in Madrid. Use the photos to introduce the *Attitude is everything* page.

Objective:

The opening spread aims to draw pupils into the sights and sounds of urban life. Many images will be familiar to pupils and will encourage them to talk about places as well as customs.

As with previous units, the spread provides an opportunity for teachers to review vocabulary and concepts from previous units and assess what pupils know about towns and cities. Pupils will meet a new explorer, Little Baras.

Key vocabulary

building, city, flamenco, monument, town



Warm up

Ask pupils to look at the opening spread. Play a game where you say a sentence and pupils tell you the word: e.g. *This is a dance.* / *This is important for cars and people.* / *This is a famous building.* / *This is a special time of year.*

Pupils will be able to name some places like a park, roads and transport (car, bike, bus). Feed in new vocabulary that will also come up in the unit: *buildings, monuments, traffic lights* and any words pupils are curious to know.

in cities, cities, towns, villages, in the countryside

This is Seville. Ask pupils how they know it is this city. Find out what monuments pupils know in other cities.



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Mindful time

There are many opportunities in and out of the classroom to highlight the importance of sharing and praise this behaviour and skill. Notice moments when pupils are sharing material, information, turn taking or working cooperatively. Sharing helps to make friends, make people feel happy and special, and avoid confrontation.



She is dancing flamenco.
Ask if pupils can dance flamenco or play the guitar.

What is Little Baras doing?

Song
Busy city

Are all cities the same?

DOCUMENTARY
Stay safe!

No, they aren't. Some cities are on the coast and have a port or beach; some have a river or are on a plain; some are very modern with tall buildings; some are old with many monuments.

Main concepts

- Ask pupils what they think this unit will be about. Ask further questions about the spread: What activities they can do in a city, what the weather is like, if a city is quiet or noisy and whether a city has clean or dirty air.
- Ask pupils to look back to the welcome pages and find out the name of the new character and what she likes.

Learn more

Read the scattered questions and have a simple discussion about cities. Ask pupils to share their ideas about whether all cities are the same.

Song

The song introduces pupils to the idea of a city being 'busy'. Explain how a city has a lot of movement and activities. Encourage pupils to give you examples.

Play the song and have learners notice any city words. Write these on the board and have pupils stand up when they hear these words the second time you play the recording.

Documentary

The documentary reminds pupils about road safety when they are out and about on the roads and streets.

Objective:

Pupils will understand the difference between city and town. They will identify the typical features of a city / town and where people live.

Key vocabulary

building, cathedral, city, flats, monument, office, park, people, road, street, town



Warm up

- Ask pupils to stand on tiptoes to see how high they can reach. Ask them to imagine they are a very tall building. What can they see?
- Draw a simple house and a block of flats on the board. Ask pupils to describe a few differences (a garden / views; two floors / one floor; stairs / lift; quiet / noisy).

Main concepts

- Focus pupils' attention on the two photos in their books. Ask pupils what differences they can see. Then read the text together.
- Have pupils match a word to an example in the picture. Practise pronouncing the words together.
- Play the song and ask pupils to point to the places they hear.

Learn more

- Read the questions. Elicit answers.
- Read the Fun Fact.

Pupils' own answers

Pupils' own answers

WHAT HAVE TOWNS AND CITIES GOT?

Find out

Where do people live in a city?

Listen to the song. Point.



A **city** is big. It has tall **buildings**. Roads and **streets** are long. Many **people** live here.



A **town** is small. Buildings are not tall. Roads and streets are short.



Where does the metro go?

Where can you cross the road?

FUN FACT

This building in London is called the London Eye!



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under the ground

on a pedestrian crossing

Objective:

Pupils will look at the worksheet and identify the missing places. They will identify where their own city / town is.

Key vocabulary

building, city, internet, map, people, street, town



Warm up

Hold up the flashcard of a block of flats. Say *This is a house*. Ask pupils to wave their arms if the sentence is true or fold their arms if false. Make more true / false statements showing flashcards or photos of places in a city.

Main concepts

- Ask pupils to name as many places (cities, towns, sites of interest, etc.) in the Community of Madrid as they can.
- Pupils look at a map, atlas or the internet to locate the cities / towns they mentioned. Praise learners for sharing their information together.
- Hand out the worksheets. Monitor and provide support as pupils work to find the missing places and circle and add their own.

Learn more

- Read *My dictionary* as a class.
- Ask pupils to read and complete the *What have I learnt?* box individually.

Hands on...

Let's discover cities!

- 1 Look at the map of Madrid on the worksheet. Find and write the missing places.



- 2 Circle or write your city or town on the map.



What have I learnt?

A c_____ is very big. It has got tall b_____. Many p_____ live here. A t_____ is small. Cities and towns have got roads, s_____, parks and monuments.



A city is very big. It has got tall buildings. Many people live here. A town is small. Cities and towns have got roads, streets, parks and monuments.

Try it out

MY DICTIONARY



city



building



people



street



town

Objective:

Pupils will understand the role of a town hall and how it is responsible for public services.

Key vocabulary

bus, fire brigade, hospital, mayor, monument, museum, police, roads, school, streetlights, theatre, town hall, train



Warm up

Call out the names of typical activities people do every day in a city and encourage pupils to mime, e.g. drive a car, ride a bike, cross the road, run in the park, look at tall buildings, get on / sit on a bus.

Main concepts

- If possible show pupils a photo of the town hall in their city / town and write *Town Hall* on the board.
- Ask pupils to identify and circle the town hall on the page. Discuss who works there.

Learn more

- Ask pupils to close their books and remember the different services.
- Read the questions at the bottom of the page and have pupils share their ideas. Praise pupils for listening to each other.

It looks after the public services and people in a town or city.

WHAT DOES A TOWN HALL LOOK AFTER?

Find out

Circle the town hall.



buses and trains



police and fire brigade



roads and street lights



schools and hospitals



parks and monuments



museums and theatres

What do you see on your way to school?

What can you see in a museum?

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Suggested answers: buildings, trees, people, cars, shops, pedestrian crossings, traffic lights, etc.

Suggested answers: dinosaurs, objects from the past, different types of rock, old transport, etc.

Objective:

Pupils will make their own city out of recycled boxes and other material.

Key vocabulary

buildings, doors, flats, hospital, monument, museum, town hall, roads, street, train, windows



Warm up

Call out letters in alphabetical order and encourage pupils to name a city for as many letters as possible.

Main concepts

- Look at the pictures for the project together and elicit what pupils are going to do.
- Encourage pupils to make different buildings using the materials and add windows and doors.
- Have some pupils draw or add roads and streets on big pieces of cardboard where buildings can then be glued onto.

Learn more

- Encourage pupils to think about what other things they can add to the city.
- Read *My dictionary* as a class. Ask pupils to find the sticker and trace the words.
- Ask pupils to read and complete the *What have I learnt?* box individually.

Hands on...

Let's make a city!

- 1 Recycle boxes or use card to make buildings. Cut out and glue doors and windows.



- 2 Create your own city. Add roads and streets. What else can you add?



What are buildings made of?

What have I learnt?

The T_____ looks after buses and t_____, schools and h_____, theatres and mu_____. It also looks after parks and m_____.

Try it out

MY DICTIONARY



hospital



train



monument



museum



Town Hall



The Town Hall looks after buses and trains, schools and hospitals, theatres and museums. It also looks after parks and monuments.

Walls and floors are made of building materials. Windows are made of glass.

Objective:

Pupils will distinguish between safe and unsafe behaviour when out near roads and streets.

Key vocabulary

helmet, pedestrian crossing, pavement, roads, seat belt, 'stop, look, listen', traffic lights.



Warm up

Ask pupils to close their eyes and imagine they are outside in a city. Ask them to think about all the sounds they can hear. Then ask pupils to share their ideas.

Main concepts

- Look at the street scene and ask pupils who uses the roads.
- Play the audio and have pupils identify where the sounds are coming from.
- Ask pupils in pairs to notice who is not behaving correctly in the scene.

Learn more

- Talk about the good behaviour of the children in the photos. Read and ask pupils to colour the important elements in each photo.
- Create together a mime for *Stop, look and listen*. Call out the actions in quick succession and in a different order and have pupils do the mime for the action.

Suggested answers: pay attention, don't run near a road, stay on the pavement, wear a helmet while cycling, wear a seat belt, cross the road on a pedestrian crossing, know what each colour means on a traffic light, etc.

- 1 a police whistle
- 2 a bouncing ball
- 3 a bicycle bell
- 4 a bus horn

It's on page 48, on top of the title.

HOW CAN WE STAY SAFE ON ROADS?

Listen. Circle the sounds you hear.

Find the flamenco shoe hidden in the unit.

Who uses the roads and pavements?



Tip
Be safe on the road.
Always stop, look and listen!

Colour.



Wear a **helmet**.



Put on your **seat belt**.



Stop. Look at the **traffic lights**.

Pupils colour the helmet, seat belt and green traffic light.

Objective:

Pupils will make a *Be Safe* poster.

Key vocabulary

helmet, seat belt, pedestrian, pedestrian crossing, traffic light, wear



Warm up

Tell pupils to imagine they are in a city. Play *I-Spy* (e.g. something beginning with *r* (road), *b* (bus, building), *c* (car, cathedral), *s* (shop, street), etc.

Main concepts

- Read the instructions together and say *Let's make 'Be Safe' posters.*
- Ask pupils to suggest ideas for a poster. Then hand out materials.
- Pupils show their finished posters to their classmates and say *Thank you for sharing.*

Learn more

- Play *Traffic lights*. Move around the classroom and hold up the different traffic light circles. If the card is green, pupils must move around the room; if red pupils must stop; if orange pupils must walk in slow motion.
- Read *My dictionary*. Ask pupils to find the sticker and trace the words.
- Ask pupils to read and complete the *What have I learnt?* box individually.

Hands on...

Let's make *Be Safe* posters.

1 Plan and make your poster.



2 Share your information.



Play traffic lights!



Remember: a p_____ walks on the pavement. Look at the t_____ before you cross a road. Wear a h_____ when you ride a bike and a s_____ in the car.

Try it out

MY DICTIONARY



helmet



pedestrian



pedestrian crossing



seat belt



traffic light



Remember: a pedestrian walks on the pavement. Look at the traffic lights before you cross a road. Wear a helmet when you ride a bike and a seat belt in the car.

Objective:

Pupils will learn about diversity and society in Madrid.

Key vocabulary

language, salad, society



Warm up

Say simple words from other languages and encourage pupils to guess the language, e.g. *ciao* (Italian), *danke* (German), *merci* (French).

Main concepts

- Point to the pictures of the people in the bowl. Ask *Are the people the same? How old do you think they are?*
- Explain that a society, or group of people, is similar to a salad. Say *We are like different ingredients of a salad.*
- Ask pupils to draw themselves inside the circle in the bowl.
- Ask *Where do you think the people are from? Does everyone in Madrid speak the same language where you live?*
- Read the Fun Fact.

Learn more

Ask pupils to find out three words from a language they don't speak. Ask them to share their findings with the class.

Pupils' own answers

Pupils' own answers

WHAT'S SOCIETY IN MADRID LIKE?

Draw yourself in the circle.

All kinds of people live in Madrid. It's like a salad with lots of ingredients!

Find out

Where do you think they are from?

FUN FACT
 'Flor' is 'fiore' in Italian and 'floare' in Romanian.

Does everyone in Madrid speak the same language where you live?

For next lesson ...
 traditional music from another country

Pupils' own answers

Objective:

Pupils will learn about the cultural differences where they live.

Key vocabulary

dances, food, language, salad



Warm up

In advance, choose some music associated with different countries, e.g. Mariachi from Mexico. Play the music and encourage pupils to tell you if they know what the music is.

Main concepts

- Ask pupils to go online and investigate languages, foods and dances from where they live. Pupils can cut out pictures from magazines, download and print them from the internet (with adult supervision) or they can draw.
- Show the three labelled boxes to the class.
- Pupils put their pictures in the corresponding box.
- When the boxes are full, shake them and say *We're making a salad!*

Learn more

- Read *My dictionary* as a class. Ask pupils to trace the words.
- Ask pupils to read and complete the *What have I learnt?* box individually.

Hands On...

Let's find out about diversity in Madrid.

- 1 Find out about the different foods, dances and languages in Madrid. Cut out pictures, draw or write.



- 2 Label three boxes. Put the pictures or words in the correct box.



MY DICTIONARY



dances



food



languages



salad

What have I learnt?

Madrid is similar to a s_____ with lots of ingredients.
 We eat different f_____. We have different
 d_____. And we speak different l_____!



Madrid is similar to a salad with lots of ingredients.
 We eat different food. We have different dances.
 And we speak different languages!

Objective:

Pupils will reflect on the things they share and why sharing is important.

Key vocabulary

book, food, game, information, space, special day, things, toy, umbrella



Warm up

Have volunteers come to the front of the class. Give them each an item, e.g. a crayon, a pencil, etc. to share. Ask other pupils to come up and ask for an item politely. Model a simple dialogue to help: *Have you got a rubber? Yes, here you are. / Thank you for sharing.*

Main concepts

- Look at the photos in Activity 1 and talk about what pupils can see.
- Pupils tick the photos that show the types of things they share.
- Encourage volunteers to talk about what they share: *I share ...*

Learn more

In Activity 2, ask pupils to circle the examples of children not sharing. Talk about why it's important to share and be kind.

Pupils' own answers

Attitude is everything

1 What do you share? Tick (✓).



2 Who isn't sharing? Circle.



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a, c

a Town Hall b street light c hospital

Now I know

Assessment link
Go to page 90 for more activities.

1 Label the things in a city. Write.

building hospital crossing
street light Town Hall



a _____



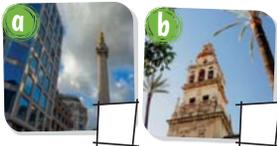
b _____



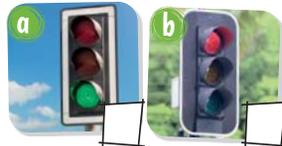
c _____

2 Listen and tick (✓) the box.

1 Where is the monument?



2 What colour is the traffic light?



3 Which is Mark's helmet?



Chant
It's Madrid Day!

I am Sara Baras.

I am a flamenco dancer.
I love dancing!



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Objective:

Pupils will review the content of the unit and read about Sara Baras.

Key vocabulary

building, hospital, pavement, street light, Town Hall

C1 C7

Warm up

Stick city / town flashcards up around the classroom. Pupils point to the correct picture when you say the word.

Main concepts

- Read the instruction for Activity 1. Pupils complete the task individually and then check answers in pairs. Check answers as a class at the end.
- Ask pupils to describe each photo in Activity 2. Tell pupils to listen carefully and tick the correct one. Play the audio twice, pausing as necessary.
- As a class, look at the photo of Sara Baras and read the information.

Learn more

- Use the internet to look for more information about Sara Baras.
- Go to page 90 for more activities.
- Pupils can now put their fingerprint in the passport on page 5.

1 a 2 a 3 b

This activity gives pupils practice of *Pre A1 Starters* Listening Part 3.

Objective:

Pupils will become aware of the importance of living peacefully.

Key vocabulary

clothes, donate, give away, make friends, park, peace, take turns, toys



Warm up

Ask pupils what things they could do in the classroom to avoid having problems with each other, e.g. borrowing and lending things, not shouting, saying *please* and *thank you*, etc.

Main concepts

- Read the title. Elicit or explain the meaning of *peace*.
- Ask pupils what the children in the first photo are doing and where they are. Go through the questions. Repeat with the second photo.
- Elicit the meaning of *donate*.

Learn more

Ask pupils to do a drawing related to the lesson theme. Encourage them to give their drawings away to someone at school.

Our Project 2 LIVING LIFE IN PEACE

Do you make friends at the park?

Do you take turns to use the slide?

Are children always friendly and tolerant of others at the park?

Have you got toys and clothes you don't use?

What can you do with them?

How do you feel when you give something away?

DONATIONS

Objective:

Pupils will help their community.

Materials

Poster 2, Worksheet 2, Competency Assessment Grid 2, embroidery floss / yarn, scissors

Key vocabulary

community, help



Warm up

Ask pupils to say how they feel when they help somebody.

Main concepts

- During Step 1, encourage pupils to provide more examples of how to help their community.
- Show **Poster 2** and, as a class, match the words and phrases to the photos.
- During Step 2, make pupils aware of the importance of taking turns while speaking.
- Every week, agree on something they could do to help their community. Check that pupils are colouring in the faces on **Worksheet 2**.

Learn more

Help pupils make peace bracelets to give away in their community.

Help your community.

Step 1: Plan

1 Look at the two pictures below. How are people helping their community?



2 Look at **Poster 2**. What we can do to make our community a more tolerant place?

Remember to take turns when speaking.

Step 2: Prepare

1 Colour a face on **Worksheet 2** every time you help in your community.

Step 3: Present

2 Tell your class how you are helping your community.



UNIT 3 LET'S REVIEW PAGE 88

Find the right words answers

1 a Are these

b Is this

c Are these

d Is this

2 a high

b high

c low

d high

Look back answers

1 a no, yes

b no, yes

This activity gives pupils practice of **Pre A1 Starters** Reading and Writing Part 2.

2 falcon – picture on right lizard – picture on left view – middle picture

UNIT 3 TRACKLIST



Track 25 Page 33, Song: *Explore the planet.*

Track 26 Page 34, *What are natural features?*

Track 27 Page 36, *What types of flat land are there?*

Track 28 Page 38, *What's the Geography of Madrid like? Listen and complete the sentences. Use the words in the box.* Listening activity

Track 29 Page 40, *What does a compass show?*

Track 30 Page 43, *Listen and colour.* Listening activity

Track 31 Page 43, Chant: *North, South, East and West!*

Track 32 Page 43, *I am Alison Hargreaves.* Character

UNIT 4 LET'S REVIEW PAGE 90

Find the right words answers

1 a This is

b This is

c These are

d These are

e This is

2 a big

b tall

c old

Look back answers

1 a road

b crossing

c museum

d one

2 a, d

This activity gives pupils practice of **Pre A1 Starters** Reading and Writing Part 5.

UNIT 4 TRACKLIST



Track 34 Page 44, Song: *Busy city*

Track 35 Page 46, *What have towns and cities got?*

Track 36 Page 48, *What does a town hall look after?*

Track 37 Page 50, *How can we stay safe on roads?*

Track 38 Page 50, *Listen. Circle the sounds you hear.* Listening activity

Track 39 Page 52, *What's society in Madrid like?*

Track 40 Page 55, *Listen and tick the box.* Listening activity

Track 41 Page 55, Chant: *It's Madrid Day!*

Track 42 Page 55, *I am Sara Baras.* Character

OUR PROJECT 2



Track 43 Page 56, *Living life in peace*